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STATE NORMAL SCHOOL

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THE SUMMER SCHOOL

Since the issue of our last number, the catalogue, or mid-summer edition, the Troy Normal has been anything but a lonesome, or idle place.

Notwithstanding the disturbing effect of the great world war that has been and is still making inroads on our attendance, the percentage of decrease is gratifyingly small—the increased enrollment of girls very nearly offsetting the loss of boys to the army.

The summer term was one of the best and most enjoyed of the entire year. The spirit of the school was high, the morale excellent and all seemed animated by the idea of hard work.

THE NEW SCHOOL YEAR

The opening of the 31st session of the Troy State Normal, September 10th, was gratifying to the management. While the higher institutions of the State showed a falling off in enrollment averaging nearly 20 per cent, ours was less than 14. This was due partly to the thoroughness of our canvass, but more, we think, to the loyalty of our students and friends.

THE STUDENT BODY

The student body is one of the best we have ever had, judged from the standpoints of both deportment and application—the two things that appeal most to the teacher's heart. The indications now are that the year 1917-18 will be the best in several respects the school has ever had. The graduating class will be in the neighborhood of three-score and ten in number.

NEW TEACHERS

Two new teachers have been added to our force, Misses Mary H. Miller and Mattie Paul. Miss Miller is a graduate of Whitworth College, Mississippi, and also the Thomas Normal Training School, Detroit, Mich. She has charge of the Department of Household Economics. Miss Paul is one of our own graduates. She has had several years of successful experience as teacher in the agricultural schools at both Abbeville and Sylacauga, Ala.

The Whereabouts of the Class of 1917

Practically every member of the Class of 1917 is engaged in teaching, as will be noted from the following list:

Ben H. Baker is teaching in the public school at Georgiana, Ala.

Gertrude Barnett at Ada, Ala.

Mildred Bishop, near Comer, Ala.

Mary Bradley and Mary Dean are on the faculty of the Troy City School.

Helen Boyd is teaching in the Brewton Collegiate Institute.
 Jirdie Brassell at Calhoun, Ala.
 Ola Bell at Freemanville, Ala.
 Arthur E. Bayles has charge of the Arguta School in Dale County.
 Ernest G. Burkett, Butler Springs, Ala.
 Mattie Clark, Inverness, Ala.
 Nora Clayton is teaching in Pike County.
 Mrs. Johnnie Coe, near Midland City, Ala.
 Mary Croxton in rural school of Dale County.
 Nancy Croxton, Jeddo, Ala.
 Bessie Carter, Jasper City School.
 Sue E. Coulter, Seale High School.
 Marguerite Douglass, Dallas Academy, Selma.
 Harriett Davie, Comer, Ala.
 Lillie Belle Emmons, Tunnel Springs.
 Beall George, Repton, Ala.
 J. J. Hammack, Samson, Ala.
 Margaret Howard, Chestnut Grove, in Coffee County.
 Mrs. Dora Parks (nee Haynes), living in Atlanta.
 Marvin A. Hanks, near Brewton, Ala.
 Hubert Hildreth, Montgomery.
 Nicholas Harrison, Ozark City School.
 Ira L. Helms, Texasville School, Barbour County.
 Ernest Jacobs, at home, Ariton, Ala.
 Nettie Jordan, teaching at Pigeon Creek, Ala.
 Wm. R. Jordan, teaching near Searight, Ala.
 Zera King, at Macedonia School, Montgomery County.
 Mattie Leatherwood, Goodway.
 W. C. Looser, Buffalo, R. F. D.
 Mary McLean, Rocky Mountain, Ala.
 Ercell McRae, Rehoboth, Ala.
 Elinor Martin, China, Ala.
 Ozemma Rodgers, West Alabama.
 Adelle Rotenberry, attending Troy Normal.
 W. S. Richardson, teaching in Dale County.
 Harry E. Rogers, teaching near Grady.
 Clyde V. Stephens, teaching in Barbour County.
 Norma Smith, Macedonia School, Montgomery County.
 Chas. B. Smith, Ramer Public School, Ramer, Ala.
 Leathie Steely, Calhoun, Ala.
 E. B. Sanders, attending University.
 Harvey Searcy, teaching near Clio.
 Wm. M. Sanders, in the army.
 Gertrude Sellers, teaching in Elmore County.
 Ena Townsend, teaching in Monroe County.
 Laurelei Tye, teaching at Carson, Ala.
 Isaac T. Thomas, manual training, Mobile City Schools.
 Maggie Thomas, Hatchechubbee City School.
 Norman Thomas, Abbeville City School.

Our "Bit" for the Country

While our Normal's function is the training of men and women for the great and perpetual conflict against ignorance and its kindred evils, we must be allowed to plume ourselves a little over those of our boys who have become soldiers to fight for human liberty in this the greatest war of all history.

Among those of our graduates who have received commissions are Robert Beard, '07; Robert P. Davison, '08; Clarence T. Foster, '10; James A. Boswell, '11; Peter C. Black, '12; Lee H. Copeland, '12; Hugh Adams, '13; Elgin Cowart, '13; J. Kendrick Parks, '13; David Whaley, '13; Frank R. McCall, '14; Wm. Harper Bryan, '15; Frank Whaley, '15.

There doubtless are others, but we are without definite information regarding them. Besides, there are numerous undergraduates in the service, many of them holding positions of honor and responsibility.

Several members of the faculty, Drs. Shackelford and McCartha, and Prof. Cowart, are represented in the service by members of their families as follows: Sergt. Joe Frank Shackelford, who has been recommended for promotion; Major C. K. Knox at Camp Wheeler, Macon, Ga., and A. Hansford Cowart, who has earned his "brevet militaire" in the LaFayette Esquadriile in France. He went there from India in July last.

OPPORTUNITY OF RURAL TEACHERS

There is a saying that opportunity knocks once at the door of every one. If this is true in the restricted sense implied for the average person, it cannot be well applied to Alabama teachers in these latter days. They have abundant opportunity for improvement in the facilities now offered by the training schools as now operated—twelve months in the year.

The demand of the times is for better teachers—better in breadth of culture, better in knowledge of methods, better in practical training. Those who neglect to take advantage of the opportunities afforded by the normal schools, must of necessity become back numbers, and their places will soon be taken by the more progressive and better trained members of their profession.

The teacher whose opportunities for professional culture have been restricted should begin at once to arrange for entering a training school as soon as present engagements will permit and continuing there as regularly as possible until the course is completed. The summer term of June, July and August next will be a capital time to begin, if it cannot be done sooner. In fact, since a majority of the rural schools close in March or April, the teachers of those schools should be planning now for work during both the spring and summer of 1918. Special announcements of this work will be made by the normals later, but now is the time for teachers to be making their plans.

(Part II)

SPECIAL ANNOUNCEMENT

The Rural School Committee of the State Normal School at Troy proposes to write you this year a number of letters, the purpose of which will be to render assistance in a professional way. These letters will include descriptions of projects, outlines on teaching and discipline, type lessons on the common branches, suggestions for special days, methods of community organization, contributions to child study and many other related subjects. The different teachers of the Normal Faculty will prepare these letters, and, hence, you may depend upon the information as being correct and up with the times. If at any time you desire a letter written upon some important subject, let us know and we will do our best to help you. We suggest that as you receive these letters you read and file them for reference.

RURAL SCHOOL COMMITTEE.

Edgar M. Wright,
Catherine Gardner,
V. P. McKinley.

The Winter Garden of the Sixth Grade of the Model School

I want to tell you about our winter school garden project. Five girls and three boys compose the personnel of our sixth grade—a very easy number to handle, you see. This sixth grade organized itself into a club, the Hoover Garden Club, for the purpose of realizing a Red Cross fund through the sale of vegetables. Their motto, "We'll do our bit;" their colors, red and white; their officers: President, Vice-President, Secretary, Treasurer.

Their garden, a plot 40 ft. by 60 ft., is ideally located in the south-east corner of the school campus, protected on the north and west by the girls' dormitory, while a hedge borders it on the east and south. The slope is just about right for drainage. The rows run the length of the garden north and south, and the children have planted a row each of the following: lettuce, mustard, beets, radishes, turnips, onions, and four rows of cabbage. Last summer we had the entire plot in tomatoes but this fall they chose to plant a variety of vegetables and we were glad of that because a school garden should be a demonstration of a home garden.

The expenses of our garden were not great. The manure for fertilizing was given us and our Normal owns a number of garden implements, otherwise the children would have had to bring them from their homes; the sole expense has been for seed, plowing and spading. A careful expense account is being kept by the secretary and the entire responsibility for the success of the garden is on the club. The work is done at recess periods, and out of school hours, and the children enjoy being work-mates.

HOME GARDENS

As soon as the school garden was planted they began to talk of home gardens, and we are taking these under our supervision as well. Children taste the delights of a productive life as much as their parents, and interest in their home gardens is keen but never to the neglect of or indifference toward their club garden.

THE TEACHER'S PART

The teacher's work is to feed the children's interest from week to week with in-door lessons and experiments on the nature and properties of soil, and also the way plants behave under different conditions.

FURTHER WORK OF THE CLUB

1. To rake together weeds and fallen leaves to start a compost heap for spring.
2. To study weeds and how to get rid of them.
3. To visit some expert gardener and see how he collects his seed for next year's planting.
4. To make a collection of common insects and show their life histories.
5. To keep a scrap book for clippings on the growth and behavior of plants.
6. To write for the new catalogs and new agriculture bulletins.

So much for what we are doing. Perhaps you, too, are interested in school gardening; if so, will you not please write me how far you have gotten with it and what your success has been? If you have not yet attempted any gardening, will you not begin to plan for some?

The following helpful bulletins may be obtained by applying to the United States Bureau of Education, Washington:

Bulletin 1916, No. 40, Gardening in Elementary Schools.

Circulars 1. Instruction for School-Supervised Home Gardens.

2. A Course in Vegetable Gardening for Teachers.

3. The winter vegetable garden.

10. A Suggestive Schedule for Home Garden Work in the South.

14. Flower Growing for School Children in the Elementary Grades,

etc.

CATHERINE GARDNER,
Principal of the Training Department.



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Stories Worth Telling

When at the Teachers' Association, or at any other time a story is well told illustrating the art of story-telling, one of the most effective means of history teaching and character building, the question is often asked, "Where can I get good stories?" Few teachers and few schools can afford a wide range of literature. For this reason the following list has been selected from "An American Book of Golden Deeds," by James Baldwin, published by the American Book Company, Cincinnati, Ohio, and costing but little. This book contains forty-four instructive and entertaining stories adapted to the various grades above the third.

1. Tom Flynn of Virginia, page 124, 4th grade. (Let teacher describe mine, heroism.)
2. The Wilderness Preacher, page 110, 4th grade. Lincoln's Boyhood; Pioneer.
3. The Heroine of Fort Henry, page 80, 5th grade. Betty Zane; Indian War; Heroism.
4. Are You There, My Lad? Page 98, 5th grade. John Maynard; Faithfulness.
5. The Story of Mary Lyon, page 174, 6th grade. First Female Teacher.
6. An Angel of Mercy, page 226, 6th grade. Girlhood; Teacher; Blessing to the insane; describe former and present treatment of the insane.
7. A Patriotic Quakeress, page 118, 5th grade. Patriotism; Heroism.
8. A Hero of Valley Forge, page 102, 7th grade. "Love Your Enemies."
9. The School Children's Friend, page 157, 7th grade. Father of Public Schools.
10. The Apostle of the Indians, page 181, 7th grade. Self-sacrifice (much room for description).

Let the teacher read and re-read the story until saturated with its spirit. Throw around it such descriptions of time, place and circumstance as will make it vivid to the class. Suggest the moral, social and civil teaching of the story but do not "preach." Let the class draw its own conclusions with the aid of the teacher's suggestions. Nothing so quickly closes the ear of the average boy or girl as "preaching." Let them understand that all these stories are true. One of the first questions which the child asks (whether audible or not) is, "Is that story true?" Scenes from real life have more force with youth than any parable.

There are several other books published adapted to this purpose. No teacher can afford to be without at least one of them. Baldwin's "Golden Deeds" is one of the best.

C. L. McCARTHA,
Assistant Professor of History.